



Writing Mentors Program

Clinical Psychology Doctoral Program

LIU Post

The **Writing Mentors Program** of the Clinical Psychology Doctoral Program at LIU Post was implemented in 2008 to assist students with writing for clinical psychology. The program uses a peer-mentor model wherein upper-level students are nominated by faculty members to mentor other students on writing issues.

It is important to achieve writing competence for a number of reasons. First, as a doctoral student, you will complete a number of academic and clinical papers for your courses. In addition, you will be required to complete paperwork in your clinical work, including your clinical competency evaluation. This work requires clear and concise writing, free of grammatical errors. Also, the dissertation requirement is pivotal to completing your doctoral degree and requires a high level of writing competence. Lastly, as a beginning clinician after graduation, your writing skills will be consistently used and will be an immediate indication of yourself as a professional. Whether it be in a simple email, a presentation, clinical reports, articles, grant proposals, or other professional work – your writing will often be the first thing other professionals and clients see. At no other time in your career will you have such enormous resources to assist you with developing your writing skills to their highest level.

Beginning in the 2014-2015 academic year, the **Writing Mentors Program** will include a self-evaluation of writing strengths and weaknesses for the mentee. Mentees who have been recommended by PsyD Program faculty to receive writing mentorship should review their academic and clinical work to complete this self-evaluation. Additionally, students may want to seek additional feedback from their faculty advisor and any course professors from which they received feedback on writing. This feedback should be included on the “Writing Mentor Form,” which should be brought to your first meeting with your Writing Mentor.

This self-evaluation will be used to develop strategies to reach writing goals with the mentor, on the “Writing Mentor Strategy & Goal Setting Form”. Suggested strategies are included on the form. Additionally, all mentors and mentees will have access to the DropBox for the Writing Mentors Program. This folder includes links to useful video clips, articles on developing strategies, and other resources.

Both mentor and mentee will have responsibilities that must be met in order for this process to be fruitful for both participants. As always, your faculty advisor and the program director is always available to help you facilitate and collaborate on this program.

Responsibilities for the mentee include:

- Work with your mentor to develop strategies and goals using the Writing Mentor Form.
- Completing the self-evaluation form comprehensively
- To contact your mentor in a timely fashion
- To let your advisor know that you are working with a Writing Mentor, and ask them for any relevant feedback concerning writing.
- To make a workable meeting / communication plan with your mentor. This may not necessarily be in-person, but could be via email, Skype, or other format.
- Let the Program Director know of any issues that arise, any suggestions for enhancement of the program.

Responsibilities for the mentor include:

- Work with your mentee to develop strategies and goals using the Writing Mentor Form.
- To make a workable meeting / communication plan with your mentee. This may not necessarily be in-person, but could be via email, Skype, or other format.
- Get feedback/assistance to your mentee in a timely fashion.
- Let the Program Director know of any issues that arise, any suggestions for enhancement of the program.

Students who need significant writing assistance beyond the scope of the Writing Mentors Program are encouraged to seek out help from:

- A professional writing coach
- A PsyD program alum
- The LIU Post Writing Center

Clinical Psychology Doctoral Program

LIU Post – College of Liberal Arts & Sciences

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Writing Mentor Form

Please complete the following **self-review of your previous work**. It is important that you take a look at your writing work over the past academic year (or more) to get a true sense of what kind of feedback supervisors have given you, as well as what common follow-up questions applicants/prospects typically have that might be proactively addressed. This way, your writing mentor can work on specific goals with you over the course of the next academic year.

Your Name:	Never		Sometimes			Always
On email messages , I often get negative feedback from supervisors concerning:	0	1	2	3	4	5
Grammar						
Punctuation						
Formatting						
Citation						
Proofreading						
Wordiness						
Content / Organization						
Professional Voice						
Other						
Other						
	Never		Sometimes			Always
After emails to applicants/prospects, I often	0	1	2	3	4	5
Receive follow-up questions about locations						
Receive follow-up questions to clarify meaning						
Do not hear back from applicant/prospect						
Receive reframing questions from applicants (restating my email in a different way)						
Additional questions from our FAQs list						
Other						
Other						
<p>Indicate which prior work (emails, evaluations, letters) you will be sharing with your mentor to get started. These ideally will include supervisor feedback.</p>						
<p>Comment/Additional Information:</p>						

Writing Mentor Strategy & Goal Setting Form

Your Name: _____ Date Developed: _____
 Mentor's Name: _____

Please state what your goals are in terms of your writing in clinical psychology are.
 Your mentor will work with you on ways to achieve these goals by developing strategies to self-correct, as well as make use of peer groups and other resources.

List the prior papers/reports/academic/clinical work you submitted to your mentor to begin to develop a writing mentorship plan:

	Goal	Strategy to Accomplish / Requirements	Suggestions
Grammar		APA Manual	Review previous papers, articles, or other work similar to the assignment.
Punctuation			
Formatting			
Citation			
APA Style			

			Review your previous papers with your Writing Mentor; re-write/rework
Proofreading			Peer-second reader
			Strategies for re-reading - checklists
			Read it out loud.
Content / Organization			After writing, make outline of what you included. Then, review and edit sections accordingly.
			Show it to someone outside of field.
Wordiness			When writing/proofreading, consider if the word is absolutely NECESSARY in sentence.
			Refrain from editorializing.

Academic/Professional Voice		Read other professional writing	Refrain from editorializing information
Missing Client Information		Review samples	Make check list(s)
			Use check list(s)
Missing Treatment Plan Info		Review samples	Make check list(s)
			Use check list(s)
Other Missing Paperwork Item		Review samples	Make check list(s)
			Use check list(s)
Other			
Other			
Other			

Other			